

2006 – 2007 Team Nutrition Project

Description of Components of Healthy School Nutrition and Physical Education/Activity Environments

COMPONENT 1: Commitment to Nutrition and Physical Activity

1. Nutrition education and physical activity are included in the school's daily educational program from pre-kindergarten through grade 12.
2. Administrators support the development of healthy lifestyles for students, and establish and enforce policies that improve the school nutrition environment. They address issues such as the kinds of foods available on the school campus; mealtime schedules; dining space and atmosphere; nutrition education; and physical activity.
3. School staff, students, and parents are part of the policy-making process and support a healthy school nutrition environment.
4. School food service staff is part of the education team and participates in making decisions and policies that affect the school nutrition environment.
5. The school has a health council to address nutrition and physical activity issues.

COMPONENT 2: Quality School Meals

1. Schools offer lunch, breakfast, and afterschool snack programs, and students are encouraged to participate.
2. The Child Nutrition Programs are administered by school food service staff that is properly qualified according to current professional standards.
3. All school food service staff have appropriate pre-service training and regularly participates in professional development activities.
4. School meals are offered at prices students can afford.
5. Menus are planned with input from students and include local, cultural, and ethnic favorites of the students.
6. Menus meet nutrition standards established by the USDA, conform to good menu-planning principles, and feature a variety of healthy choices that are tasty, attractive, of excellent quality, and are served at the proper temperature.
7. School food service staff use food preparation techniques to provide school meals that are lower in saturated fat, sodium, and sugar. They offer healthy food choices that include lean meats, fruits, vegetables, whole grains, and low-fat or non-fat milk.

8. School meals are marketed to appeal to all students who are encouraged to choose and consume the full meal.
9. School meal participation rates are approximately the same for paying students as for students eligible for full- and reduced-price meals.
10. Food safety is a key part of the school food service operation.

COMPONENT 3: Other Healthy Food Options

1. All foods and beverages that are available at school contribute to meeting the dietary needs of students; that is, they are from the five major food groups of MyPyramid.
2. School policies include nutrition standards for foods and beverages offered at parties, celebrations, and social events.
3. If foods are sold in competition with school meals, they include healthy food choices offered at prices children can afford.
4. If *a la carte* foods are available, they include a variety of choices of tasty, nutritious foods and beverages, such as fruits, vegetables, whole grains, and low-fat or non-fat dairy foods.
5. If foods and beverages are sold in competition with school meals, they are not more highly marketed than the reimbursable school meals.
6. There are appropriate restrictions on students' access to vending machines, school stores, snack bars, and other outlets that sell foods and beverages, if these options are available. For example, no access in elementary school, no access until after the end of the school day for middle and junior high school, and no access until after the end of the last lunch period in senior high schools.
7. School staff does not use food as a reward or punishment for students. For example, they don't give coupons for fast food meals as a reward for an "A" on a class project or withhold snacks as punishment for misbehaving.
8. The school encourages parents to provide a variety of nutritious foods if students bring bag lunches from home.
9. The school encourages organizations to raise funds by selling non-food items.

COMPONENT 4: Pleasant Eating Experiences

1. Meal periods are scheduled at appropriate times: schools do not schedule tutoring, pep rallies, club and organization meetings, or other activities during meal times.
2. Meal periods are long enough for students to eat and socialize.
3. There are enough serving areas so that students don't have to spend too much time waiting in line.
4. Dining areas are attractive and have sufficient space for seating; table and chairs are the right size for the students.
5. Recess for elementary grades is scheduled before lunch so that children will come to lunch less distracted and ready to eat.
6. Schools encourage socializing among students and between students and adults. Adults properly supervise school dining rooms and serve as role models to students.
7. Creative, innovative methods are used to keep noise levels appropriate – no "eat in silence," no whistles, no buzzing traffic lights.
8. Facility design (including the size and location of the dining/kitchen area, lighting, building materials, windows, open space, adequate food service equipment for food preparation and service, and for food and staff safety), is given priority in renovations or new construction.
9. Hand washing equipment and supplies are in a convenient place so that students can wash their hands before eating.
10. Drinking fountains are available for students to get water at meals and throughout the day.
11. Schools use an accounting system that protects the identity of students who eat free and reduced-price school meals.

COMPONENT 5: Nutrition Education

1. Students in pre-kindergarten through grade 12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
2. Nutrition education is offered in the school dining room and in the classroom, with coordination between school food service staff and teachers.
3. Students receive nutrition messages throughout the school that are consistent and reinforce each other.
4. State and district health education curriculum standards and guidelines include nutrition education and physical education.
5. Nutrition is integrated into core curriculum areas such as math, science, and language arts.

6. The school links nutrition education activities with coordinated school health program.
7. The school is enrolled as a Team Nutrition School and conducts nutrition education activities and promotions that involve students, parents and the community.

COMPONENT 6: Marketing

1. Healthy eating and physical activity are actively promoted to students, parents, teachers, administrators, and the community.
2. Schools consider student needs in planning for a healthy school nutrition environment. They ask students for input and feedback, and listen to what they have to say.
3. Students receive positive, motivating messages about healthy eating and physical activity throughout the school setting.
4. Schools promote healthy food choices and don't allow advertising that promotes less nutritious food choices.
5. Schools work with a variety of media to spread the word to the community about a healthy school nutrition environment.

COMPONENT 7: Commitment to Physical Education and other forms of school-based Physical Activity

1. Dedicated times and activities where families can use the school for physical activity.
2. Physical education department grading policy that grants extra credit for documented physical activity outside the school day and for days when physical education is administered.
3. Physical education coordinator is in place and has dedicated time.
4. Staff is committed to have physical activity breaks throughout the day.
5. Staff demonstrates a commitment to physical activity through an organized staff wellness program.

COMPONENT 8: Quality Physical Education/Physical Activity Programs

1. Meeting all the required standards in terms of staff.
2. Document to help non-certified teachers conduct physical activity breaks.
3. Policies and budgets exist to make recess, intramurals, and commitment towards improving child health a reality.
4. Meeting all the time allocations for physical education experiences.
5. Use evidenced programming such as Physical Best to help guide your physical education program.

COMPONENT 9: Other Physical Activity Opportunities

1. An organized intramural program.
2. Physical activity training programs are available to teachers in their community through local fitness clubs.
3. Policies are in place for community use of the schools.
4. Recess experiences such as walking clubs and low-organized games are present.
5. Movin' and Munchin' schools exist at schools.

COMPONENT 10: Community Connections

1. Community activities such as community walks, parent/teacher game evenings and community dances exist.
2. There is a community commitment to effective planning of routes to school, bike paths that have easy entrance and exits, and a recreation department.
3. Connect with the community recreation program to develop a calendar of physical activities that are occurring throughout the year.
4. Have a contest where students develop ideas for activities. The winning group gets a pass to indoor or outdoor waterslides.

COMPONENT 11: Issues in Physical Education

1. Have regional trainings in the following evidenced based physical activity programs: CATCH, SPARK or Physical Best.
2. Attendance at Best Practices in Physical Education and Health.
3. Teacher measures amount of time they are moving during the class.
4. Fitness tests such as Fitnessgram are used to guide physical education instruction.

COMPONENT 12: Marketing

1. Students are involved in the school's health and safety council.
2. Students are involved in local recreation department planning.
3. Schools and communities combine to organize activities to promote physical activity.